

LEARNING COMMUNICATION TO IMPROVE LEARNING AWARENESS OF POOR FISHERY CHILDREN IN SOUTH SULAWESI PROVINCE

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Abstract

Learning communication related to educational communication in improving the awareness of learning of poor fisherman children. Learning communication is patterned and specifically designed to change the behavior of the target in a better direction. The problem is finding an effective learning communication model to improve the awareness of learning of poor fisherman children in South Sulawesi Province.

The aim of the research is to find and describe effective learning communication to improve awareness of children learning of fishermen. For the achievement of these objectives use case study approach method (case study) to understand the subject and object of research in depth in a process of analysis of research results.

The results of the study found that the learning communication is essentially a process of interaction between educators and fishermen children in an effort to increase learning awareness. The process of learning communication activities becomes meaningful for children. If done in involving the components of basic teaching skills, communication skills, utilizing instructional media, communication process of learning in groups based on goals in the environment that provide a sense of security for the child fisherman in an attempt to raise awareness of learning. This learning process is group and contextual, meaning the process of learning together according to the development and environment. The fisherman's son is not a person who is only ready to be dribbled or pushed. They must be ready to participate at every opportunity. If there is no chance they themselves should be prepared to form the ingredients of learning through effective communication patterns.

Keywords: Learning Communication, Child fisherman, and learning awareness.

Background

The results of Fatimah's research (2014: 208) reveal the importance of the learning process in the family as a form of interpersonal communication context in the family, including openness attitude, empathic attitude, supportive attitude, positive attitude and equality attitude in communicating between family members.

The context of communication within this family is hierarchically authoritative in family decisions, including obtaining awareness of learning of family children on the coast. This can only happen if supported by all elements in teaching, involving the source/parent/teacher as the maker or sender of information. The process of the communication process leads to changes in the awareness of learning of poor fisherman children.

Communication learning in the family environment of poor fishermen children in raising awareness of learning, especially in coastal areas in South Sulawesi is still not maximal. Whereas the local government policy of providing access to education, namely access to free education has become the main declaration of local government, for primary education reached more than 97%. Access to education is diminishing for further education, including in the learning process of coastal children. Department of Education data (quoted by Edriana Noerdin, 2010) explains that there are various reasons why children do not finish school or do not continue to higher education level. One of the reasons is the motivation and awareness to learn there are also cultural barriers, which is still strong child culture is required to help parents make a living as coastal fishermen.

In addition, the awareness of the study of poor fishermen is still considered less maximal, mainly fishermen in coastal areas in South Sulawesi including the province, whereas the provision of access to education is access to free education has become the main declaration of local government. Whereas the level of participation of basic education reached more than 97% for both men and women have been socialized through various communication media. However, access to education, especially to the level of higher education is increasingly reduced. The decrease in the number of high school going to a higher level is one of the patterns of learning system that is not communicative.

Communicative communication system succeeded, among others, produce students who have the ability to solve problems, communication skills, reasoning, well and able to utilize the usefulness of knowledge in life. However, in fact the problem solving ability of students is still far from expectations. Sumarmo study results in Witri Nur Anisa (2014) explained that the skills to solve the problem of solving problems of high school students or junior high school students is still low.

Increasing the awareness of learning of poor fisherman children through learning communication is an alternative solution to poverty alleviation of poor families of fishermen. The learning communication process provides reinforcement for the children of the fishermen

to learn more about various matters, especially those related to the improvement of the welfare in the future. No doubt the importance of this communication role for strengthening and improving the quality and awareness of learning, especially the children of poor fishermen families. Qualified and capable families in various fields facilitate the independence of family members to get out of the cycle of poverty.

Research Focus

Referring to the previous explanation, it is interesting to examine in depth the effective learning communication to improve the awareness of learning of poor fisherman children in South Sulawesi Province.

Purpose and Usefulness of Research

This study aims to explain an effective learning communication to increase awareness of learning of poor fishermen in South Sulawesi Province. Usefulness of the results of this research into the direction of reference in a business communication communication context to generate reasoning power among school-aged children. Especially poor fishermen to raise their own learning awareness in their efforts to determine their success and the welfare of their families.

Literature Review

Communication is said to be effective in learning if the message in this case is the subject matter can be accepted and understood, and generate positive feedback by students. Effective communication in learning must be supported by the interpersonal communication skills a teacher must possess. The effectiveness of communication in teaching and learning activities is very dependent on both sides. However, because the teacher is in control of the class, the responsibility for healthy and effective classroom communication is in the hands of the teacher. The success of the teacher in carrying out the responsibilities is influenced by his skills in doing this communication.

According to research results Santoso Sastropoetro (in pratikno, 2015: 17) examines the effectiveness of communication, found that communication is said to be effective if communicators and communicants alike have the same understanding of a message, or often called "the communication is in tune". Communication can work effectively, must meet several conditions: (a) create a favorable communication environment, (b) using an easily

captured and understood language, (c) the message conveyed can arouse the attention or interest of the communicant, (d) the message can arouse the interests of the communicant that can be profitable, (e) messages can foster an appreciation for the communicant.

Effective communication in the learning process is very impact on the success of achieving the goal. Communication is said to be effective if there is a two-way flow of information between communicator and communicant and the information is both responded in accordance with the expectations of the two actors communication. If there is an effective communication between the teacher and the student in learning, then it is certain that the learning is successful. In this regard, teachers, educators, or instructors in educational or training institutions should have good communication skills. Communication skills in question can include the ability to understand and design information, choose and use channels or media, and interpersonal communication skills in the learning process.

Communication is said to be effective if there is a two-way flow of information between communicator and communicant and the information is both responded in accordance with the expectations of the two actors communication. There are at least five aspects that need to be understood in building effective communication as cited according to the results of Lestari and Maliki research (2015: 27-29) to see aspects that need to be considered in the communication process in learning, include: (1) clarity, it is intended that in learning communication must use the language and pack the information clearly, so easily accepted and understood by the communicant. (2) This accuracy, precision or accuracy concerns the correct use of language and the correctness of the information conveyed. (3) context, context or so-called situations, the intention is that the language and information conveyed must be appropriate to the circumstances and environments in which the learning communication takes place. (4) plot, covering the language and information to be presented must be arranged with a clear flow or systematic, so that the person receiving the information quickly responds. (5) culture, covering this aspect not only concerns language and information, but also deals with ethics and ethics. In communicating learning must adjust to the culture of people who are invited to communicate, both in the use of verbal and nonverbal language, so as not to cause misperceptions.

In teaching and learning activities, interpersonal communication is a must, in order to occur a harmonious relationship between teachers and participants learn. The effectiveness of communication in teaching and learning activities is very dependent on both sides. However, because the teacher is in control of the class, the responsibility for healthy and effective

classroom communication is in the hands of the teacher. The success of the teacher in carrying out the responsibilities is influenced by his skills in doing this communication.

Communication is said to be effective if there is a two-way flow of information between communicator and communicant and the information is both responded in accordance with the expectations of the two actors communication. In learning occurs effective communication between teachers and students, it can be ascertained that the learning is successful. In this regard, teachers, educators, or instructors in educational or training institutions should have good communication skills. Communication skills in question can be the ability to understand and design information, choose and use channels or media, and communication skills.

Research Methods

For the purpose of this study used research methods paradigm konstruktivisme. The constructivism paradigm uses qualitative methods, focuses on breadth and depth and allows researchers to study certain issues in depth and detail because data collection is not limited to certain categories. The constructivism method utilizes a case study approach to understand the subject and object of the research in depth in a process of analyzing the research result.

The study was conducted in coastal areas of poor coastal fishermen in South Sulawesi province. The determination of the area of the informant is determined based on the cluster area. Determination of the number of informants combines purposive techniques and snowballs for the accuracy of informants in South Sulawesi region, covering 2 districts/municipalities, Pinrang and Pare-Pare has the potential to have families of poor fishermen. Furthermore, for data collection techniques is done through in-depth interviews (indepth-interview). The instrument used is self-researcher with the tools of Focuss Group Discussion (FGD), guide and depth interview. Then, the data collected next, analyzed through three stages, namely the stage of explanation of researchers to the phenomenon that armed with the science (ethics), the synchronization stage between the emic and ethical views, and the stages of rationalization and data abstraction.

Research Result and Discussion

Effective learning communication in improving the awareness of learning of fisherman children greatly impact on the success of the learning process. A series of action plans that include the use of models and the utilization of various learning communication

media. Implementation komunikasi learning is the result of integration of several components that have its own function with the aim that the achievement of learning objectives can be met

Learning communication model is a process of learning activities that must be done educators and learners so that learning objectives can be achieved effectively and efficiently. The process of learning communication activities of educators as a source of learning messages that encompasses the skills of communication and basic teaching skills. Communication communication between educators as a teacher, including group communication, can at times change it into communication antarpersona through the use of learning communication media in the effort to achieve learning communication message. Skills to create and maintain an atmosphere of learning conditions and motivation.

This process involves a two-way communication communication or dialogue in which the student becomes a communicant and communicator, as well as the educator. The occurrence of this two-way communication is when the students are responsive, suggesting or asking questions, asked or not asked. Educators have four roles: determining what meaning will be communicated, encoding meaning into a message, sending messages and observing, and reacting to responses from message recipients. A created message will be different from other messages even if the message is created the same from time to time, but it will be different because the message can not be repeated or received in the same pesrsis way.

Learning communication model is a feedback (feedback) in the form of cues or responses containing the impression of the recipient of the message in the form of verbal and nonverbal. Without feedback a message educator does not know the impact his message has on the recipient of the message. It is important for the educator or sender of the message to know whether the message has been received with the correct and correct understanding. Feedback is the provision of information obtained from tests or other measuring instruments to students to improve or improve the achievement or learning outcomes.

Understanding the message or message is a stimulus generated by the source. This message may contain words, grammar, organization, appearance, bodybuilding, voice, personality, self-conception, environment and distractions. Each setimulus that affects the recipient is a message whether it is intentional or not.

The main characteristic of learning communication activities raises the awareness of the fisherman's son is the existence of group learning activities. Group learning activities or communication that occurs between the fisherman and his / her learning environment

(group), be it with the teacher, his / her friends, tools, learning media and / or other learning resources. While the other characteristics of this learning relate to the components of learning itself.

In learning there are components as follows objectives, materials or materials, strategies, media and evaluation of learning. As a system, each component forms an integrity or a unified whole. Each component is complementary that is interconnected actively and influence each other. If the passive child only in the sense of the word just listens without any passion to express a statement or question, then even though the communication is face-to-face, it still goes one way and communication is not effective. In determining the learning materials refer to the intended purpose, as well as how the material is delivered using the right strategy.

Communication process of learning is a process of communication to convey messages from educators to learners with the aim that the message can be received well and affect the understanding of learning awareness and behavioral changes. The success of learning communication activities depends on the effectiveness of the communication process that occurs in the learning.

Conclusions and Suggestions

The process of learning communication activities becomes meaningful for children. If done in involving the components of basic teaching skills, communication skills, utilizing instructional media, group learning communication process based on goals in an environment that provides a sense of security for fishermen in their efforts to raise their learning awareness. This learning process is group and contextual, meaning the process of learning together according to the development and environment.

Suggestion for learning communication is always created in a conducive environment in a learning environment for a child everywhere. Thus the rights of the learning components are facilitated to achieve the learning objectives as a form of joint responsibility of the government.

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